

## **BHS Social Studies Department Curriculum**

### **Grade 11 United States History Unit 1 - The American Revolution**

<b>Essential Understandings</b>	<p>There was extensive conflict between Native Americans and the Europeans during American exploration and settlement.</p> <p>The British established colonies in North America for political, social, and economic purposes.</p> <p>Africa was the major source of slave labor for the New World.</p> <p>Colonists fought for independence from Britain for many reasons and employed many different forms of protest and rebellion.</p> <p>The events of the Revolutionary War and results of the peace have great historical significance.</p>
<b>Essential Questions</b>	<p>To what degree did the “discovery” of the Americas affect the native tribes already living there?</p> <p>What forms of government did the first settlers create?</p> <p>How did the many religions of the era contribute to the founding of America?</p> <p>Why did the slave trade develop and who was involved?</p> <p>What factors led to conflict in the new world?</p> <p>What British actions pushed the colonists to demand independence?</p> <p>What forms of protest were originally employed by the colonists?</p> <p>What events were most important in the Revolutionary War?</p> <p>In what ways did the peace treaty affect future events in the United States?</p>
<b>Essential Knowledge</b>	<p>The interactions between natives in the New World and colonizers, which may include discussions of the Columbian Exchange and the founding and development of Roanoke Island, Jamestown, and Plymouth colonies.</p> <p>How the first settlements were formed and governed, including information related to Captain John Smith and Powhatan, and the Mayflower Compact.</p> <p>How religion was involved in the founding of America, which may include a discussion of the Puritans, Separatists, Quakers, dissenters and the founding of the Massachusetts Bay Colony, Rhode Island, and Pennsylvania.</p> <p>The connection between the Triangle Trade, tobacco, and the implementation of slavery in America.</p>

	<p>The connection between the French and Indian War and the political effects of the many taxes and restrictions placed upon the colonists, which may include The Royal Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Townshend Acts, Coercive / Intolerable Acts.</p> <p>The forms of colonial protest, which may include boycotts, the Sons of Liberty, Boston Massacre, Committees of Correspondence, and Boston Tea Party.</p> <p>The roles of important individuals from the period, which may include Samuel Adams, Benjamin Franklin, King George III, John Adams, John Hancock, Thomas Jefferson, General George Washington, and Thomas Paine.</p> <p>Specific documents of the era which may include the various declarations, <i>Common Sense</i>, and the <i>Declaration of Independence</i>.</p> <p>The specific incidents and people involved in of the Revolutionary War, which may include Lexington and Concord, Minutemen, Bunker/Breed's Hill, Olive Branch Petition, Battle of Saratoga, Valley Forge, and the Battle of Yorktown.</p> <p>The role of the Treaty of Paris in forming future events in America.</p>
<b>Vocabulary</b>	<p>Suggested examples:</p> <p>Colombian Exchange, mercantilism capitalism, circumnavigate charter, conquistador, encomienda indentured servant, joint-stock companies middle passage, squatter, Northwest Passage taxation without representation, propoganda, monopoly boycott, tyranny, Loyalists, Patriots</p>
<b>Essential Skills</b>	<p>reading and interpreting primary sources memorization of required material labeling and memorizing map locations expository writing with documents, readings, and on quizzes and tests notetaking</p>
<b>Related Maine Learning Results</b>	<p>A. Applications of Social Studies Processes, Knowledge, and Skills Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.</p> <p>A1 Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</p> <p>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid</p>

	<p>and refuting others.</p> <ul style="list-style-type: none"> <li>d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.</li> <li>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.</li> <li>g. Develop a clear well-supported position.</li> <li>h. Present and defend a well-supported position to a variety of audiences using a prescribed format.</li> <li>i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields, including ethical reasoning skills.</li> </ul> <p>A2 Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none"> <li>a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.</li> </ul> <p>A3 Taking Action Using Social Studies Knowledge and Skills Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p> <p>B. Civics and Government Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.</p> <p>B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none"> <li>b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.</li> <li>c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.</li> </ul> <p>B2 Rights, Duties, Responsibilities, and Citizen Participation in Government</p>
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	<p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none"> <li>d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</li> <li>e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</li> </ul> <p><b>B3 Individual, Cultural, International, and Global Connections in Civics and Government</b> Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none"> <li>b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.</li> </ul> <p><b>C. Economics</b> Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.</p> <p><b>C1 Economic Knowledge, Concepts, Themes, and Patterns</b> Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none"> <li>b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.</li> <li>d. Identify and explain various economic indicators and how they represent and influence economic activity.</li> <li>e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability.</li> <li>f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.</li> <li>g. Solve problems using the theory of supply and demand.</li> </ul> <p><b>C2 Individual, Cultural, International, and Global Connections in Economics</b> Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ul style="list-style-type: none"> <li>a. Analyze the role of regional, international, and global</li> </ul>
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	<p>organizations that are engaged in economic development.</p> <p>b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.</p>
D.	<p><b>Geography</b> Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.</p> <p><b>D1 Geographic Knowledge, Concepts, Themes, and Patterns</b> Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</p> <p>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</p> <p>d. Evaluate the impact of change, including technological change, on the physical and cultural environment.</p> <p><b>D2 Individual, Cultural, International, and Global Connections in Geography</b> Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</p> <p>b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</p>
E.	<p><b>History</b> Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</p> <p><b>E1 Historical Knowledge, Concepts, Themes, and Patterns</b> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p>a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</p>

	<ul style="list-style-type: none"> <li>b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</li> <li>c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.</li> <li>d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</li> </ul> <p>E2 Individual, Cultural, International, and Global Connections in History</p> <p>Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ul style="list-style-type: none"> <li>a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.</li> <li>b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.</li> </ul>
<b>Sample Lessons And Activities</b>	<p>notes</p> <p>textbooks readings and questions</p> <p>reading and interpreting</p> <p>review game</p>
<b>Sample Classroom Assessment Methods</b>	<p>oral questioning during class discussions</p> <p>reading questions</p> <p>essay writing</p> <p>quizzes</p> <p>review game</p>
<b>Sample Resources</b>	<p>Publications:</p> <p>Father Bartholomew de Las Casas, “Short Report On the Destruction of the Indies,” 1546.</p> <p>Davidson and Lytle, “The Visible and Invisible Worlds of Salem”</p> <p>Olive Branch Petition</p> <p>Thomas Paine, <i>Common Sense</i></p> <p>Declaration of Independence</p> <p>Videos:</p> <p><i>The New World</i></p> <p><i>1776</i></p> <p><i>The Patriot</i></p> <p><i>Revolution</i></p>
<b>Technology</b>	The Ultimate Source for the American Revolution:

<b>Link</b>	<a href="http://www.americanrevolution.com/">http://www.americanrevolution.com/</a>  Liberty!: <a href="http://www.pbs.org/ktca/liberty/">http://www.pbs.org/ktca/liberty/</a>
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